

CANADIAN SUMMER SCHOOL IN GERMANY (CSSG) 2022

May 4 - June 22, 2022

**GRMN 1446: WAYSTAGE GERMAN IMMERSION
& INTERCULTURAL LEARNING**

**First-year, second semester equivalent plus extra intercultural learning
(six credit hours)**

Instructor Dr. Christine Korte (+1-647-881-3290); kortec@yorku.ca

Office hours By appointment in the afternoon.

Time Classroom hours Monday-Friday 9:00 a.m. to 12:30 p.m.
Some student presentations and course activities will take place in the afternoon.

Texts

1. Krenn & Puchta. *Motive A2. Kompaktkurs DaF. Kursbuch, Lektion 9-18. Deutsch als Fremdsprache*. München: Hueber Verlag, 2015.
2. Jin & Voß. *Grammatik aktiv. Deutsch als Fremdsprache. A1 – B1. Übungsgrammatik mit Audio-CD*. Berlin: Cornelsen Verlag, 2017.
3. *Die Bremer Stadtmusikanten: Die Bremer Stadtmusikanten, Rotkäppchen und Aschenputtel neu erzählt von Urs Lugner*. Deutsch als Fremdsprache A2. München: Hueber Verlag, 2015.
4. *Rumpelstilzchen: Drei Märchen der Brüder Grimm nacherzählt von Franz Specht*. Deutsch als Fremdsprache A2. München: Hueber Verlag, 2010.
5. Dictionary of your choice recommended (preferably German-German).

Course description

This course is an intensive course (a full year course in 6 ½ weeks) designed to develop further comprehension, writing, reading, and speaking skills acquired in Beginners' German through classroom instruction, excursions, and immersion experience, including living in a German-speaking household. Improvement in overall fluency, enhanced knowledge of the culture of the German-speaking countries and review of key grammatical concepts are integral to this course. The language of instruction for this course is German. Textbooks and other readings are also in German.

Course objectives

This course will be centered on the following themes: linguistic proficiency, interpersonal communication, and intercultural communication through task-based language instruction, personal experience, literary texts, and lectures. The course will focus on student-centered, communicative learning, encouraging students to interact spontaneously and meaningfully in German. Students will further refine skills in reading, listening, speaking, and writing through a variety of texts and communicative opportunities. Strategies to enhance language learning skills will be integral to this course.

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Extra Help

Help with grammar, course journals, presentations or any other aspect of class work will be provided through individual tutoring with the course instructor or any member of the CSSG team after the lunch break from around 2:00 – 4:00 p.m. (on class days). Tutoring appointments during office hours contribute to the homework component of the final grade.

Prerequisite

First-semester Beginners' German at a Canadian university. As Beginners' German courses vary across the country, we assume that students coming into this course have studied—most, but not necessarily all—the following grammatical structures:

- Present tense of sein, haben, werden; verbs with stem-vowel change (e.g. sprechen → er spricht, wissen → er weiß, tragen → er trägt, ...)
- verb + gern or lieber (e.g. ich schwimme gern, ich laufe lieber)
- modal verbs (e.g. können, sollen, dürfen, müssen, wollen)
- separable-prefix verbs (e.g. einladen → ich lade ein, anrufen → er ruft an)
- verb-noun and verb-verb combinations (e.g. Tennis spielen, einkaufen gehen)
- Imperative (e.g. Kommen Sie! Lies das Buch!)
- Perfect tense (e.g. ich habe gelernt, er ist gegangen)
- Nominative, accusative, dative (e.g. der Kurs, den Kurs, dem Kurs)
- Interrogative pronouns (e.g. wer, wo, wie, warum, ...)
- Personal pronouns (e.g. ich, mich, mir, ...)
- possessive adjectives (e.g. mein, dein, sein, unser, ...)
- Negation (e.g. nicht, kein)

Course and program

Students are concurrently enrolled in a level-appropriate course and accepted into the CSSG program. This means that to complete the course, students must be resident in Germany for the program, including taking classes in Kassel, living with a host family, taking part in program activities, and participating in the tandem project with local students. Students are permitted to travel within Germany and German-speaking countries in their free time. (Travel to other European destinations may be undertaken before or after the program.) Aspects of the program are integrated with the course assignments. This is also true for the tandem project. Students will arrange tandem meetings with their assigned tandem partners. Refer to your program calendar for preferred days on which to meet. With your tandem partner, you could meet for lunch or coffee, visit a museum, play sports, go to a party, etc. (It's up to you to decide!). We encourage you to write about these experiences in your journal.

Language agreement

The CSSG is an immersion program. It is therefore essential that students demonstrate a commitment to communicate solely in German during all CSSG activities. If a CSSG instructor hears a student speaking a language other than German, the instructor will remind the student to revert to speaking German. Each week, students and the CSSG team will anonymously nominate a student who has shown an exceptional commitment to speaking only German outside of the classroom. The nomination must include the name and

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circumstance. This student will receive a token of recognition for their efforts to uphold the CSSG Language Agreement.

Grading policies, required work, and policy for late assignments

Evaluation of your performance in this course will take several forms. The evaluation system is designed to reflect your ability to participate in a wide variety of language-related activities actively and effectively, both in and out of the classroom. You are expected to come to class every day, be prepared to interact in German in a variety of situations, keep up with the material, complete and hand in assigned homework, and take exams and quizzes.

We believe that learning a foreign language is the development of a skill, not the acquisition of a body of knowledge. You begin with the basics and through study and practice you advance to greater complexity. The key expression is meaningful practice, especially in tune with other speakers, or learning by working collaboratively with others. Therefore, this course is designed to allow you to take an active part in each class, to hear, respond to, read, and speak a lot of German. In class, we frequently engage in partner- and group-work as this maximizes your opportunities to practice your language skills. As a result, the quality of the education you receive as well as your ultimate performance in this class will depend on the amount and quality of your own effort, as well as your willingness to engage with others.

***Late assignments will be accepted; however, 10% will be deducted for each day past due. Always communicate with your instructor in these situations.

Evaluation

Active participation	10 %
Peer evaluation & support	10 %
Intercultural project	20 %
Homework	10%
Vocabulary & grammar quizzes	10 %
Two oral presentations	10 %
Fairy Tale Readings	10%
Midterm exam	5 %
Final exam	15 %

Assignment dates

- Peer evaluation and support (**May 6, May 16, May 27, June 9, June 17**)
- Intercultural project sections will be due on **May 16, 23, 30, June 7 and 13** (journal), **May 25** (Questionnaire), **June 17** (Conversation and Reflection).
- Homework (daily)
- Vocabulary and grammar quizzes (approximately once a week).
- Oral presentations will take place on **May 27** (über Trier) and **June 17** (Theaterstück).
- Fairy Tales will be due on **May 24, June 1, 10, 20**
- Midterm on **May 27** & Final Exam on **June 20**.

Active participation (10%) is evaluated based on the raw score of attendance combined with a subjective mark for active participation in all aspects of class (based on preparedness,

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initiative taking, willingness to communicate, volunteering answers, asking questions, cooperation in pair/teamwork, etc.), and preparedness for class. Active participation includes attending other students' presentations and personal engagement in the cultural program (e.g. tours, movies, Berlin poster and project presentations), as well as in the Tandem-Project as reflected in the intercultural project.

Peer evaluation. (10%) Across the program, students will engage with one another to set personal learning goals and support one another in striving toward them. You will meet with a series of other students from the program on 5 occasions (**during the afternoons of May 6, May 16, May 27, June 9, June 17**). On these occasions, you will use a worksheet provided to you to self-evaluate and discuss your motivations, goals, and learning strategies with a peer who will complete that worksheet on your behalf. Peers will not evaluate each other, rather they will take notes, offer personal feedback, and help you stay focused on your learning goals. After each meeting, you will submit the report about you to your instructor who will grade it based on task completion and depth of engagement. You will receive each report back so that you can refer to them when engaging with another peer on the next peer evaluation day.

Intercultural project. (20%) The learning objective of the intercultural project is that students reflect on their intercultural experiences during the CSSG, to develop their thoughts and opinions about their time in Germany, and at the same time improve their writing skills and active vocabulary. The intercultural project will consist of three different major sections:

a) Short journal-like entries about intercultural experiences

Five times across the program, students will submit short sentences describing and reflecting on an experience in which they communicated with a German speaker (e.g., a host family member, the tandem partner, people in restaurants and stores, people at excursion sites, etc.), or an experience in class or during one of the cultural events or excursions. Template sentences will be provided. You can also be creative and design your intercultural journal like a scrap book (a journal will be provided).

b) A questionnaire/interview questions about an intercultural topic

Students will develop and use a questionnaire to interview 5 people during their time in Kassel about an intercultural topic of their choice: 1) a classmate, 2) an instructor, 3) their tandem partner, 4) someone from their host family, and 5) a random person in Kassel. All interviews need to be conducted before the due date of the **final reflection (June 20)**

c) Final reflection of intercultural experience

Students will receive guiding questions in order to help them reflect on the intercultural experiences recorded in their journal and the answer sheets of the interviews they conducted. The reflection will be in German and graded according to an error/wordcount ratio combined with the following rubric:

5	Appropriate choice of vocabulary; good variety; appropriate sentence transitions; very good overall organization; and successful use of appropriate imagination.
4	Generally appropriate vocabulary; some variety; generally appropriate sentence transitions; good overall organization; and attempts to use imagination

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3	Choice and variety of vocabulary is standard; sentence transitions are standard and limited in number; basic organization; none of the above interferes with the comprehensibility of communication.
2	Choice and variety of vocabulary is limited; sentence transitions may or may not be present; basic or little attention to organization; some or all of the above inhibit the comprehensibility of communication.
1	Choice and variety of vocabulary is very limited; sentence transitions are not or only rarely present; little or no attention to organization; intended meaning can hardly be understood.
0	Intended meaning cannot be understood.

***It is always a good idea to incorporate newly learned vocabulary and grammatical structures into the different sections of the project. The three sections of the project will be corrected with a code and students will then correct the mistakes, re-write the section, and re-submit.

Homework assignments. (10%) There will be two different kinds of homework assignments.

a) First homework assignment

(individual assignment, to be handed in on the first day of class at the orientation)

All students must research 3 places in Kassel that they would like to visit and write (in German) why these places are interesting to them. This assignment will be the basis for other assignments in the course, including oral presentations. You are required to write approximately 50-75 words on each place. You can use the internet, correspondence with the host family, travel guides, etc. as resources. **DO NOT copy and paste sentences from these resources but use your own words** and cite your sources. The purpose of the pre-course assignment is to familiarize yourself with Kassel and allow the instructor to assess your writing skills. You are encouraged to use basic to intermediate-level sentence structures; subject-verb agreement, verbs with separable prefixes, appropriate vocabulary, some subordinate clauses, etc. You will discuss your text with the instructor who will provide you with feedback on how to improve your writing skills, grammar, etc. **Students will hand in a revised version on May 18.**

b) Daily homework (individual assignment)

Daily tasks will include reading, listening, speaking, and writing exercises derived from the *Motive* and *Grammativ aktiv* books. It is important for students to complete all assignments on time in order to keep up with the learning progression. Every day one of the assigned tasks will be handed in and graded, two will be corrected together with the student(s) in class or during the instructor's office hours (see Extra Help).

Vocabulary and grammar quizzes. (10%) The primary goal of the vocabulary quizzes is to assess and provide feedback on the development and expansion of the vocabulary base at the literal and symbolic levels. At the literal level, the quiz will test the student's ability to 1) identify the contextually appropriate and linguistically accurate use of words, phrases, and expressions in sample everyday conversational, academic, and professional settings; and 2) use sample words, phrases, and expressions to form sentences that are linguistically accurate and have a clearly identifiable everyday conversational, academic, or professional context.

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The sample vocabulary items will be derived from the *Motive* books. At the symbolic level, the quiz will assess the student's ability to 1) identify the function of words, phrases, and expressions in sample texts and 2) use them to form sentences in a clearly identifiable context. Students will choose their "*Lieblingswort der Woche*" (favourite word of the week) and use it in a sentence.

The grammar quizzes target the contextual use of grammar structures learned in the classroom. These will include tasks derived from the *Motive* and *Grammatik aktiv* books. The task type will include gap-fills, cloze matching, sentence formation, and inductive assessment tasks. Grammar quizzes will usually be written once a week at the beginning of the class. Due dates will be confirmed at the beginning of each week.

Two oral presentations. (10%) The topic of your first in-class presentation is your choice, it can be related to the topics of the first 5 chapters in your course book or to the cities of Kassel or Trier. (This may be, e.g., an event you would like to attend, a museum or tourist attraction you would like to visit, etc). Your second presentation will be a group presentation – a theatrical performance of one of the fairy tales from your reading assignments. Both presentations will be graded according to the following criteria (students will receive the rubric used for grading):

- completion (preparation, any supporting material, creativity)
- interaction (when relevant)
- vocabulary (register, range, appropriateness, and fluency)
- grammar (range and accuracy of grammatical structures)
- pronunciation and intonation
- coherence (logical and comprehensible organization of content)
- achievement of communicative goals

Readings – Fairy Tales. (10%) The readings for this course will be 4 stories from two collections of fairy tales. They will be graded according to the accurate completion of the accompanying comprehension exercises, due on **May 24, June 1, 10, 20**. The raw scores achieved on these exercises will be converted to percentages for calculating the final grade. One fairy tale will be selected by the group as mandatory for everyone, the other 3 stories may be freely chosen.

Midterm and final exams. (5% + 15%) Both the midterm and final exams are cumulative, covering all material studied. Both exams will have a short oral component, which will be a short conversation (approx. 3-4 minutes) with a partner. We will draw names for the partners, and we will give you a sheet of paper with the topic as well as supplemental ideas for the conversation. This conversation will be graded on communicative goals achieved, vocabulary, grammar, and clarity. The written component will include sections that test your reading (comprehension) and writing skills, with grammatical exercises, vocabulary, questions about the literary texts you have read, etc.

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Grading:

Descriptor	Letter Grade	Quality Points	Percentage Equivalent
Excellent	A+	4.3	90-100
	A	4.0	85-89
	A-	3.7	80-84
Good	B+	3.3	77-79
	B	3.0	73-76
	B-	2.7	70-72
Satisfactory	C+	2.3	67-69
	C	2.0	63-66
	C-	1.7	60-62
Marginal Pass	D	1.0	50-59
Fail or withdrawal after deadline	F	0.0	0-49

***Any student may request feedback on the current status of their overall grade at any given moment in the semester (and after a minimum of 15% of the gradable components of the course have been completed).

CSSG behaviour agreement

All students are required to sign the CSSG Behaviour Agreement and are also bound by the Saint Mary's University Code of Student Conduct. Please see the Documents section of the CSSG website for these documents. Please refer to the University *Academic Calendar* for the Code of Student Conduct.

Academic integrity, offences, regulations, and appeals:

Students are reminded of the regulations on special examinations and academic integrity as outlined in the Saint Mary's University *Calendar*. Plagiarism, cheating, misrepresentation of facts, and participation in such acts are viewed as serious academic offences by the University. Sanctions for such offences range from a reprimand to suspension or expulsion from the University. Please refer to the University *Calendar* for information on the University's definitions of these offences. Information on grade appeals can be obtained from the *Calendar*.

Recording of lectures

Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

Specialized support and disability services

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with their professor and must have written documentation of their disability from their home university.

Cell phone use

Out of respect for the instructor and other students wanting to learn, texting and other cell phone use is not allowed in the classroom. Digital dictionaries or smart phones are permitted for checking single words and basic expressions. They are not permitted for sentence-length translating or during quizzes and exams.